**Course Syllabus**

**TLL 1049: Pre-Student Teaching Seminar Pk-4**

Fall 2023

**Course Instructor:** Dr. Michelle Sobolak

**Course Time and Location:** Thursdays, 1-1:50p 5200 Posvar

**Office Hours:** By Appointment

**Email:** [mjsobolak@pitt.edu](mailto:mjsobolak@pitt.edu)

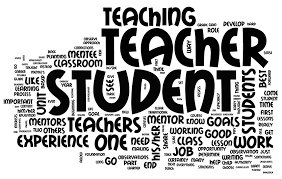
**COURSE OVERVIEW**

Welcome to the Fall field seminar for PK-4 pre-student teaching! This semester, you will be in a kindergarten field placement. The goal of this course is to support you in connecting theory and practice in ways that support your collective professional learning about pre student teaching.

The goal of this course is to help you make the most of your time in the kindergarten classrooms and to think collaboratively around problems of practice that emerge. While this may include concerns and/or worries, the goal is to maintain a professional and productive space where we are working together to think through questions and concerns together. It will be a more relaxed space than many of your other classes, but is an integral element of your field placements and making the most of your time in classrooms.

**COURSE GOALS**

* **To think through, process, and constructively reflect on field experiences in your kindergarten classroom.**
* **To develop a respectful and supportive community of teacher learners**
* **To think through challenging moments of practice as a way to learn and improve in your professional practice**
* **To continue to develop a professional identity as a teacher**

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**DUE DATES**

* The dates listed below are the dates when each assignment is **due.**
* You should bring the completed assignment to class that day, as it will be the basis for conversation and discussion during that class period. For this reason, it is VERY important that you complete these assignments on time.
* If you need or want an extension, you must request one at least 48 hours before the assignment is due.
* **Late assignments will lose 10% for each day late (unless an extension was granted). If the assignment is not turned in within three days of the deadline, then it will be given a zero. All assignments must be completed in order to pass this course.**

**GRADING**

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| Assignment | Due Date | Points |
| Kindergarten Fieldwork Packet | 5 assignments: See packet for due dates | 10 each for a total of 50 Points |
| In Class K Practicum Journal | Will be completed in class in response to prompts: bring your journal to every class | 10 each for a total of 50 Points |
| Early Field Competencies Stages 1 & 2 | PDE required documentation jointly completed by candidate and supervisor | 20 Points |
| Midterm and Final Pre-Student Teaching Evaluation | Supervisor/mentor midterm and final observation of field work. | 30 Points |
| Final Reflection | December 7 | 50 Points |

**GRADING POLICY**

The assignments for this course are designed to give you opportunities to reflect on your learning and to structure your weekly participation in the course. Assignments are also opportunities for you to receive feedback on your progress and performance. Detailed course assignment sheets and grading rubrics will be available for each assignment.  **Please note that you must complete all assignments in order to receive a passing grade in this course.**

Grades will be assigned based on the following ranges:

94-100% = A 90-93 = A- 87-89% = B+ 83-86%= B

80-82% = B- 74-79% = C 69-73% = D

**Late assignment policy**: Course assignments are due on the date indicated. It is the expectation that all assignments will be submitted on time at the start of class regardless of class attendance. Late assignments will result in a 10% loss of points for each day late (weekends included). Late assignments will not be accepted after three days past the due date and the assignment will be scored zero.

**ATTENDANCE AND PARTICIPATION**

Because of the way this course is structured and the nature of the assignments, you cannot do well if you are not actively engaged in course activities. Your active engagement and participation in course meetings and your timely completion of course assignments are crucial for the success of this course as well as your own learning. Being on time and prepared for every class session is expected. You cannot make up a missed class by doing alternative work.

The teacher education faculty at the University of Pittsburgh view our courses as communities of practice.  This means that we gather for collective critical inquiry and reflection that is focused on building shared knowledge over time.  To be an active member of our community of practice, it is important to attend face to face courses prepared to engage with the course instructor, course colleagues, and course materials.  While we believe course attendance adds value to the community of practice, we also know there may be times when students must miss class to attend to other needs.  In these cases, you are afforded up to one absence per course hour.  This means that you are permitted one absence for this one credit course.

Final grades **will be** lowered because of absences and lack of participation and collaboration. Each absence beyond the one allowable absence will result in a 10-point loss to the final grade. Arriving to class late and leaving early will count as absences.

**EXTENSIONS AND ASSIGNMENTS**

Unless otherwise noted on the syllabus, assignments are due at the start of class on the date listed. Some assignment may need to be turned in online (Canvas) and in class – please read the instructions carefully and ask if you are uncertain. As stated above, late assignments will result in lowered grades unless you have an extension. Except for an extreme situation (medical crisis or personal emergency), you **must request an extension at least 48 hours before the assignment is due**. The instructor must approve extensions in writing.

**ACADEMIC INTEGRITY**

Academic integrity is a key component of professionalism. It is expected that all candidates uphold the principles of academic integrity in their work during this course as specified on the University of Pittsburgh Office of the Provost. These guidelines are available for download at: http://www.provost.pitt.edu/info/acguidelinespdf.pdf. Candidates who do not follow these guidelines may be subject to disciplinary action.

**GRIEVANCE POLICY**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at: http://www.bc.pitt.edu/policies/policy/02/02-03-02.html.

**STATEMENT ON CLASSROOM RECORDING**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**CONFIDENTIALITY**

During this course and throughout your teaching career, you will have access to information about students that demands discretion. You may not share information about students in any setting beyond the confines of our work together. Within our group, you may discuss students in only the most professional ways. This means that students and their work are spoken about only for instructional purposes, without veering into gossip or “venting” frustrations. Your access to students is predicated on a disposition of care, respect, and a generous interpretation of their actions.

Confidentiality also means that you may not refer to students in ways that would identify them outside of the course setting including digital forums such as Facebook, Twitter or personal web spaces, such as blogs. Additionally, you may not share images of them or their work for any purpose outside of this course. This includes videotaped or audiotaped records, anecdotal notes, written work, assessments, and photographs. Any infractions will be considered professional misconduct and will jeopardize your standing in Pitt’s graduate programs. If you have any questions about confidentiality matters, it is your responsibility to seek answers from the course instructor.

**SPECIAL LEARNING NEEDS**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890 [(412) 383-7355 for TTY], as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Professionalism and the presence of cell phones**

Professional conduct is imperative in the teaching profession and as such, in this class. Students are expected to carry themselves in a professional manner at all times. Disruption in class will not be tolerated. Repeated unprofessional behaviors may lower your grade in this course.

Cell phones must be turned off or in silent mode while in class. Text messaging and use of social networking during class is not permitted and students not following this directive will be asked to leave class. If there is a compelling reason to leave your phone on (e.g., if you are on call for a job) please let the instructor know at the start of class.

**FOOD/HOUSING INSECURITY**

Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course you are welcome to speak with me if you need support in contacting the right people/offices:

**Pitt Pantry** (Food Pantry available to the wider University community)

https://www.studentaffairs.pitt.edu/pittserves/sustain/pantry/

**Off-Campus Housing Office:** <http://www.ocl.pitt.edu/>

**COMMUNITY/CIVILITY STATEMENT**

As future teachers, we will operate from a standpoint that everyone believes that all students deserve a quality education in a safe setting.  The same can be said for university learning. A university classroom is, by definition, a space where free exchange of ideas must happen, but where consideration for others, their views and their life experiences is also paramount.  When you are uncomfortable with an idea, it is your right to speak up about that.  As we learn with and about people with very different life experiences and beliefs from our own, it is imperative that we respect these perspectives and use respectful language in discussing and challenging ideas.  Carefully consider your language choices to ensure that all learners feel safe and valued.  If at any time, you are uncomfortable please feel free to speak up and/or speak to me privately.

**CLASS SCHEDULE**

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| DATE | TOPIC | ASSIGNMENT DUE |
| Aug. 31 | * What is “professional uncertainty” * Nuts and Bolts of Fieldwork and documentation * Early Field Competencies Stages 1 & 2. **DUE 12/11/23** * Phase-in document |  |
| Sept. 7 | * First Impressions of Fieldwork * Negotiating Relationships | * IN CLASS: K Journal Reflection |
| Sept. 14 | * Physical Space and Organization | * Class Map Packet Assignment Due |
| Sept. 21 | * Expectations, Frustrations, and Personal Differences * Midterm (**DUE 10/16/23)** and Final Field Observations **(DUE 12/11/23)** | * Mentor Interview Packet Assignment Due |
| Sept. 28 | * Gender, and Class, and Race: Talking about difficult topics | * IN CLASS: K Journal Reflection |
| Oct. 5 | * What does “Quality” Early Childhood Education Look Like? | * Community Building/Classroom Management Packet Assignment Due |
| Oct. 12 | * Learning from Play * Differentiation for Young Children | * IN CLASS: K Journal Reflection * **Fall Midterm due 10/16/23** |
| Oct. 19 | * Meaningful Activities * Workshops & Stations | * Student Fieldnotes Packet Assignment Due |
| Oct. 26 | * Developing a Professional Identity | * IN CLASS: K Journal Reflection |
| Nov. 2 | * Midterm Check Ins | * Packet Final Reflection/Complete   Packet Due |
| Nov. 9 | * Taking Over Someone Else’s Classroom |  |
| Nov. 16 | * Self-Care and Organization: What’s Working? What’s Not? | * IN CLASS: K Journal Reflection |
| Nov. 23 | **NO CLASS THANKSGIVING BREAK** |  |
| Nov. 30 | * Classroom Management * Young Children and Behavior Redirection | * In-class journal due |
| Dec. 7 | * Wrapping up the term | * Final Class Reflection Due * **Early Field Competencies Stages 1&2 and Fall Final due 12/11/23** |